

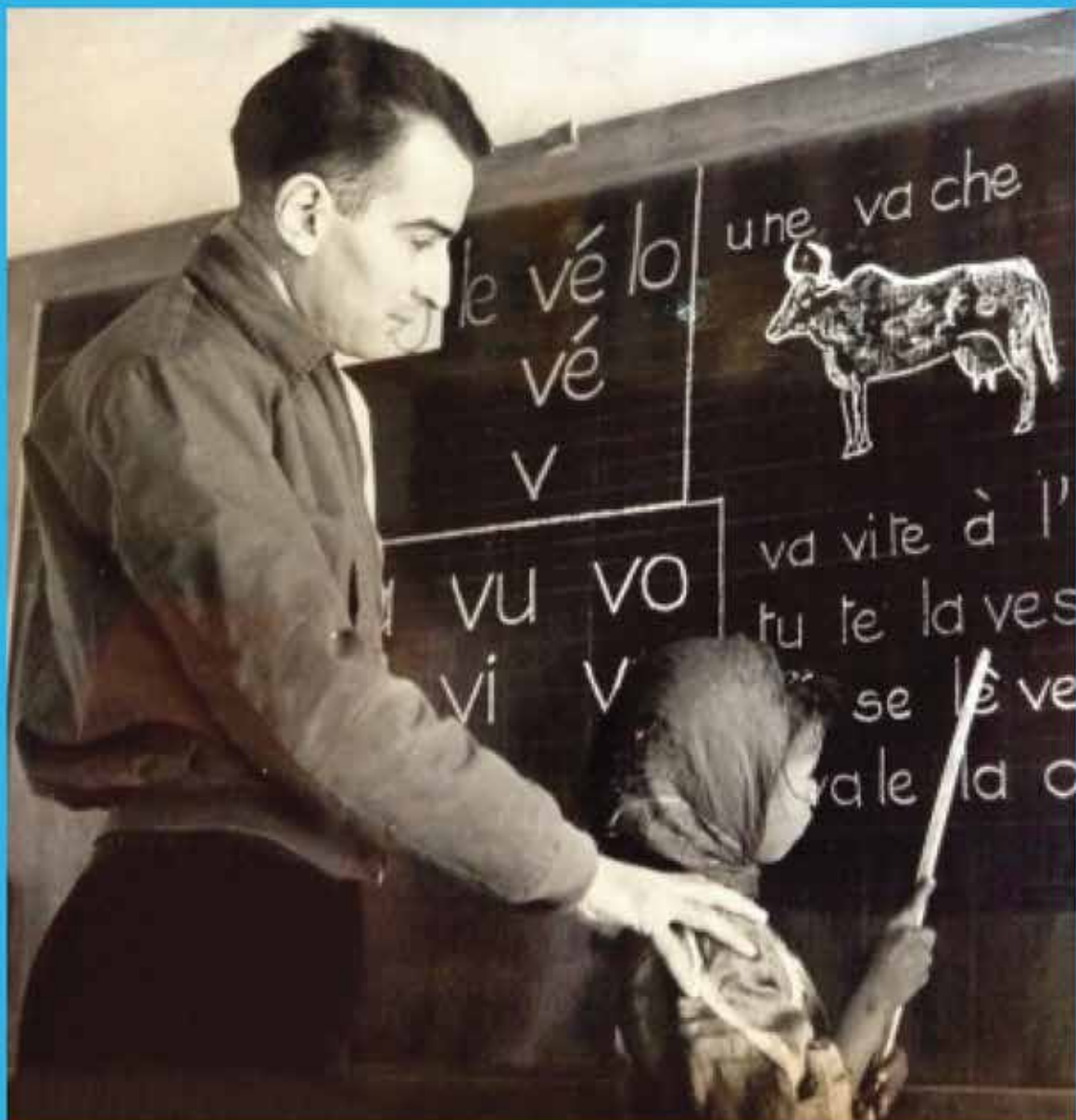
Education, War & Peace

ABSTRACTS

ISCHE 36

Institute of Education, University of London

23-26 July 2014



International Standing Conference for the History of Education

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These abstracts are set in Baskerville Old Face, designed in 1757 by John Baskerville in Birmingham, UK. A writing master, businessman, printer and type designer, he conducted experiments to improve legibility which also included paper making and ink manufacturing. In 1758, he was appointed printer to Cambridge University Press, and despite his personal Atheism, printed a folio Bible in 1763.

His typefaces were greatly admired for their simplicity and refinement by Pierre Simon Fournier, and Giambattista Bodoni. Benjamin Franklin, printer and fellow member of the Royal Society of Arts, took the designs to the US, where they were adopted for most federal Government publishing. Baskerville type was revived in 1917 by Harvard University Press and may nowadays be found in Microsoft Word.

Welcome

To all delegates at ISCHE 36 – a very warm welcome to London! We are looking forward very much indeed to hosting this great event, exploring the immense theme of education, war and peace.

My thanks go first of all to the ISCHE executive committee for supporting this event, to the UK History of Education Society as the national hosts, and to the Institute of Education at the University of London for the use of its extensive facilities for the conference.

Also to our generous sponsors – the UK History of Education Society, the Pears Foundation, the Friends of the Newsam Library, and the publishers Routledge.

This is the first time that the ISCHE conference has been held in London, and it will be the largest ISCHE conference ever held. In fact, it will be the largest history of education conference ever held in this country. It is a marvellous opportunity to bring together historians of education with so many common interests from around the world. And it reflects the great strength and vitality of our international field of study.

I must thank the many people who have given their time so generously to make all this possible. The local organizing committee here in London has worked hard to plan the event in detail. The national advisory board has met regularly to support us along the way. The referees of paper abstracts ensured the high quality of the programme as a whole.

May I also welcome the friends and colleagues who have travelled from nearly fifty different countries to be with us at this conference. We have especially large contingents here from Brazil, Spain, the United Kingdom and the United States, and are pleased to welcome high levels of representation from as far afield as Australia, Canada, Japan and Nigeria.

I am delighted also to welcome to this event nearly 150 research students, the bright future of our field, many of whom will be presenting papers at the conference and who will also have the chance to take part in special research training sessions on the use of archives and writing for journal publication.

Among the highlights of the conference will be the keynote sessions which will be presented on a range of key topics by some of the most distinguished speakers and researchers in the world under the broad theme of education, war and peace, as well as 150 sessions with the latest research provided by panels and individual papers. We have also arranged special viewings for delegates at this conference of the new First World War galleries at the Imperial War Museum. There will be a special exhibition, 'Illuminations', associated with the conference. Our new research centre at the Institute of Education, the International Centre for Historical Research in Education – ICHRE – will be formally launched at this event. Our special conference dinner will be held at the historic Russell Hotel. We will be hosting book launches, walking tours, networking events and library visits. And there will also be ample opportunities to enjoy the social and cultural pleasures that London can provide.

At the same time, we are conscious of the serious issues that underlie our conference theme. We meet almost exactly one hundred years after the beginning of the First World War in Europe, a centenary that we will be marking in various ways throughout the event.

Our theme encompasses the many ways in which education has been involved in conflicts through the ages, in holocaust and war within and across nations. It will also provide much evidence of the importance of education in regenerating societies and building peace.

ISCHE 36 will give us all the opportunity to share and reflect on what we hope will be a momentous occasion for our international field of study, and a memorable experience for everyone involved.

Gary McCulloch

Brian Simon Professor of History of Education

Institute of Education, University of London

Conference president, ISCHE 36, London 2014

Bienvenue

A tous les délégués d'ISCHE 36, une chaleureuse Bienvenue à Londres! Nous nous réjouissons à l'idée d'organiser ce grand événement qui explore le grand thème Education, Guerre et Paix.

Mes remerciements s'adressent tout d'abord aux membres du comité exécutif d'ISCHE pour leur soutien de cet événement, à la société d'Histoire de l'Education du Royaume-Uni comme organisation d'accueil au niveau national, et à l'Institut de l'Education, Université de Londres pour l'utilisation de ses locaux pour la conférence.

Nous remercions également nos généreux sponsors, la société d'Histoire de l'Education du Royaume-Uni, La Fondation Pears, les amis de la Bibliothèque et Archives Newsam et les Editions Routledge.

C'est la première fois que la conférence ISCHE est organisée à Londres et ce sera la conférence ISCHE la plus importante en termes de nombre de délégués jamais organisée. En fait, elle sera la plus grande conférence d'Histoire de l'Education jamais organisée au Royaume-Uni. C'est une fantastique opportunité pour rassembler des historiens de l'éducation venant du monde entier avec tant d'intérêts communs. Et ceci reflète la grande force et vitalité de notre champ d'étude au niveau international.

Je dois remercier les personnes qui ont donné si généreusement de leur temps pour rendre ceci possible. Le comité local d'organisation ici à Londres a travaillé durement à la planification détaillée de l'événement.

Le comité consultatif national s'est réuni régulièrement pour nous aider tout au long du projet. Les évaluateurs des propositions de communications ont assuré la grande qualité du programme dans son ensemble. Je remercie aussi les ami(e)s et collègues qui ont voyagé en provenance de plus de cinquante pays pour être avec nous à la conférence.

Nous avons parmi nous des grandes délégations venant du Brésil, d'Espagne, du Royaume-Uni et des Etats-Unis et nous sommes également très heureux d'accueillir de nombreux collègues venant de lointaines destinations telles que l'Australie, le Canada, le Japon et le Nigeria.

Je suis également ravi de souhaiter la bienvenue à 150 étudiants chercheurs, le futur de notre champ, dont beaucoup présenteront des communications à la conférence et qui auront aussi la chance de prendre part à des sessions spéciales de formation à la recherche sur l'utilisation des archives et la publication dans des journaux.

Les temps forts de la conférence incluent les sessions plénières présentées par des intervenants reconnus mondialement qui traiteront de sujets clefs associés au thème Education, Guerre et Paix ainsi que plus de 150 sessions composées de présentations individuelles ou au sein de panels.

Nous avons également organisé des expositions sur la première guerre mondiale réservées aux délégués de la conférence à la nouvelle galerie du Musée Imperial de la Guerre. Il y aura une exposition spéciale intitulée « Illumination » associée à notre conférence. Notre nouveau centre de recherche à l'Institut d'Education, Le Centre International de Recherche Historique en Education - (ICHRE) - sera formellement inauguré lors de cet événement. Le dîner de la conférence aura lieu à l'historique Hôtel Russell. Nous accueillerons des lancements de livres et proposerons des promenades historiques, des événements pour faciliter des réseaux et des visites de la bibliothèque. Et il y aura également beaucoup d'opportunités de profiter des plaisirs culturels et sociaux de Londres.

En même temps, nous sommes conscients des problèmes sérieux associés au thème de notre conférence. Nous nous rejoignons exactement 100 ans après le début de la première guerre mondiale en Europe, un centenaire qui sera marqué de différente manière durant notre conférence.

Notre thème englobe les chemins variés par lesquels l'éducation a été associée aux conflits à travers les âges, à l'holocauste et à la guerre au sein des nations et entre elles. Ce thème offrira des preuves de l'importance de l'éducation dans la régénération des sociétés et la construction de la paix.

ISCHE 36 nous donnera des opportunités de partager et réfléchir à ce que nous espérons sera une grande occasion pour notre champ international et une expérience mémorable pour tout ceux et celles concernés.

Grußwort des Veranstalters

Allen Delegierten der ISCHE 36 ein herzliches Willkommen in London! Gerne sind wir Gastgeber für diese Konferenz der großen Themen Bildung, Krieg und Frieden.

Bedanken möchte ich mich für die Unterstützung des *ISCHE Executive Committees* und der britischen *History of Education Society*, die gleichermaßen Gastgeber dieser Konferenz sind. Dank auch für die Unterstützung des *Institute of Education* der Universität London, in dessen Hallen wir uns treffen. Vielen Dank auch unseren Sponsoren: die britische *History of Education Society*, die *Pears Foundation*, die *Friends of the Newsam Library and Archive* und dem *Routledge* Verlag.

Diese bisher größte ISCHE Konferenz ist zugleich die erste in London. Tatsächlich ist sie auch die größte Konferenz zur Bildungsgeschichte, die je im Vereinigten Königreich veranstaltet wurde. Sie wird Bildungshistoriker aus der ganzen Welt zusammenbringen und ein Zeugnis der Stärken und der Lebendigkeit unserer internationalen Forschung sein.

Viele Menschen haben an dieser Konferenz mitgewirkt: mein Dank gilt den örtlichen Veranstaltern, dem *Local Organising Committee*, die hart an der Detailplanung der Konferenz gearbeitet haben. Das *National Advisory Board* hat uns auf diesem Weg begleitet. Die Gutacher, die sich durch hunderte von Zusendungen gelesen haben, sorgen mit ihrer umsichtigen Arbeit für die hohe Qualität des Programms dieser Konferenz.

Willkommen heißen möchte ich Freunde und Kollegen, die aus fast 50 Ländern hierher angereist sind, um mit uns zu konferieren. Besonders viele Teilnehmer kommen diesmal aus Brasilien, Spanien, den Vereinigten Staaten und dem Vereinigten Königreich – wir sind aber auch stolz auf das große Interesse aus Australien, Kanada, Japan und Nigeria.

Begrüßen möchte ich auch fast 150 Doktoranden und Studierende – sozusagen der vielversprechende Nachwuchs unserer Disziplin. Viele von ihnen werden hier ihre Forschung präsentieren und an speziellen Workshops zu Archivbenutzung und Veröffentlichungen teilnehmen.

Spannende Tage liegen vor uns. Bedeutende und führende Wissenschaftler werden in ihren Keynotes die Konferenzthemen Bildung, Krieg und Frieden erörtern. In 150 Sitzungen wird der aktuelle Stand der bildungsgeschichtlichen Forschung präsentiert und diskutiert. Außerdem haben wir für die Konferenzteilnehmer exklusive Führungen in den Galerien zum ersten Weltkrieg im Imperial War Museum organisiert. Dieses Museum stellt zu unserer Konferenz eine Sonderausstellung namens ‚Illuminations‘ zusammen. Das neue Forschungszentrum *International Centre for Historical Research* hier im Haus wird während der ISCHE offiziell eröffnet. Unser Konferenzdinner findet im historischen Russell Hotel statt. Zusätzlich wird es Buchvorstellungen, Rundgänge, Networking Events und Bibliotheksführungen geben. Und als wäre das noch nicht genug, hat die aufregende Metropole London noch vieles mehr zu bieten.

Das Konferenzthema haben wir bewusst gewählt, denn diese ISCHE findet genau hundert Jahre nach dem Ausbruch des ersten Weltkrieges in Europa statt. Dieser Krieg wird vielerorts Thema dieser Konferenz sein. Ebenso wollen wir thematisieren, wie wichtig Bildung für die gesellschaftliche Erneuerung und die Schaffung nachhaltigen Friedens ist. Die ISCHE Konferenz sollte uns allen Gelegenheit geben, diese Themen zu reflektieren und uns darüber auszutauschen. Wir hoffen, dass die ISCHE 36 eine bedeutsame Veranstaltung für unser internationales Forschungsgebiet und ein unvergessliches Erlebnis für alle Beteiligten wird.

Bienvenidos

A todos los participantes en ISCHE 36, ¡una calurosa bienvenida a Londres! Esperamos con ilusión el momento de dar acogida a este gran evento que explora el amplio tema de la educación, la guerra y la paz.

Vaya mi agradecimiento en primer lugar al comité ejecutivo de ISCHE por apoyar este evento, a la History of Education Society del Reino Unido como anfitrión nacional y al Institute of Education por ceder para el congreso el uso de sus extensas instalaciones.

También a los generosos patrocinadores: la History of Education Society del Reino Unido, la Pears Foundation, el Friends of the Newsam Library and Archive y la editorial Routledge.

Esta es la primera vez que el congreso ISCHE se celebra en Londres, y será el mayor congreso ISCHE realizado hasta el momento. De hecho, será el mayor congreso de historia de la educación jamás celebrado en este país. Es una oportunidad maravillosa para reunir historiadores de la educación de todo el mundo con tantos intereses comunes. Y esto muestra la gran fuerza y vitalidad internacional de nuestro campo de estudio.

Debo dar las gracias a todos aquellos que han ofrecido tan generosamente su tiempo para hacer todo esto posible. El comité organizador aquí en Londres ha trabajado duro para planificar en detalle este evento; el consejo asesor nacional se ha reunido regularmente para apoyarnos a lo largo del camino; y los revisores de los resúmenes de comunicación han asegurado la alta calidad del programa en su conjunto.

Permítanme también dar la bienvenida a los amigos y colegas que se han desplazado desde cerca de cincuenta países diferentes para estar con nosotros en este congreso. Contamos con nutridos contingentes nacionales, en especial de Brasil, España, el Reino Unido y los Estados Unidos, y es un placer dar la bienvenida a una notable representación de lugares tan lejanos como Australia, Canadá, Japón y Nigeria.

Estoy encantado también de dar la bienvenida a este evento a casi 150 estudiantes de investigación, que constituyen el prometedor futuro de nuestro campo, muchos de los cuales presentarán comunicaciones en el congreso y tendrán también la oportunidad de participar en sesiones especiales de formación para la investigación sobre el uso de archivos y de escritura para la publicación en revistas.

Entre los momentos más destacados del congreso figurarán las conferencias plenarias sobre cuestiones centrales que impartirán algunos de los más distinguidos conferenciantes e investigadores del mundo en el amplio ámbito de la educación, la guerra y la paz; así como 150 sesiones en las que se expondrá la investigación puntera a través de simposios y comunicaciones individuales. Hemos organizado también visitas especiales para los participantes en este congreso a las nuevas galerías de la Primera Guerra Mundial del Imperial War Museum. Habrá además una exposición especial, 'Illuminations', asociada al congreso. Nuestro nuevo centro de investigación en el Institute of Education, el International Centre for Historical Research in Education - ICHRE - se presentará oficialmente en este evento. La cena especial de nuestro congreso se celebrará en el histórico Hotel Russell. Tendremos presentaciones de libros, excursiones a pie, actos en los que establecer contactos y visitas a la biblioteca. Todo ello sin olvidar las amplias oportunidades de disfrute de los placeres sociales y culturales que Londres ofrece.

Al mismo tiempo, somos conscientes de las graves implicaciones del tema de nuestro congreso. Nos encontramos exactamente a cien años del inicio de la Primera Guerra Mundial, un centenario que estará presente de varias maneras a lo largo del evento.

Nuestro tema abarca las muchas maneras en que la educación se ha involucrado en conflictos a lo largo de los tiempos, en el holocausto y la guerra dentro y entre naciones, y nos ofrecerá numerosas evidencias acerca de la importancia de la educación en la regeneración de las sociedades y en la construcción de la paz.

ISCHE 36 nos ofrecerá a todos nosotros la oportunidad de compartir y reflexionar sobre lo que esperamos que sea un acontecimiento trascendental para nuestro campo de estudio internacional y una experiencia memorable para todos los implicados.

Acknowledgements

ISCHE 36 would like to thank the many individuals who have worked hard in collaboration for several years to make this conference a reality.

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Conference President: Gary McCulloch

Sarah Aitchison, Georgina Brewis, Antonio Francisco Canales Serrano, Vincent Carpentier, Peter Cunningham, Mark Freeman, Niko Gaertner, Lottie Hoare, Riaz Manji, Michael Walker, Rebecca Webster.

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Abstract Review Team

We also wish to acknowledge the dedicated team of referees who reviewed over 600 abstracts against a very tight schedule during December 2013:

Richard Aldrich, Marisa Bittar, Georgina Brewis, Cathy Burke, Antonio Francisco Canales Serrano, Vincent Carpentier, Emily Charkin, Peter Cunningham, Jonathan Doney, Heather Ellis, Amarilio Ferreira Junior, Mark Freeman, Rob Freathy, Niko Gaertner, Ian Grosvenor, Lottie Hoare, Andrea Jacobs, Mary Clare Martin, Gary McCulloch, Stephen Parker, Tejendra Pherali, Deirdre Raftery, Richard Race, Nancy Rosoff, Sian Roberts, Wendy Robinson, Janet Soler, Stephanie Spencer, Ruth Watts, Tom Woodin, Susannah Wright.

Conference Organisation

Conference administrator: Nick Field

Logo Design: Anna Aapola

Conference exhibition: Sarah Aitchison, Nazlin Bhimani, Georgina Brewis, Alice Rose Fikaris-Bruce, Alix Hall, Jessica Womack

Catering: Aramark catering services

Musicians: Yuki Morijiri, Fu-Man Chuang, Han Jen Kan, Ying Ying Huang, Maki Takahashi Manji, Hyun Hee Lee, Jaime Ballad, Peter Millen, Riaz Takahashi Manji

The IoE student ambassadors

The staff of the Imperial War Museum

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Abstracts book

Rapsiderweb

Conference Theme

The 36th ISCHE conference, at the centenary of the outbreak of World War I aims at addressing relationships between education and war, and also the role of education in fostering peace. War includes armed conflict between nations, but also other forms of belligerence between rival forces within and across states such as civil wars, culture wars, cold wars, and types of warfare for example ideological warfare, economic warfare and physical combat in all its forms. Peace includes a formalized state of harmony, and also embraces reconciliation and collaboration towards shared goals. Education in many forms, institutional and informal, contributes to war and to peace through formal systems at all levels from school to university, military training, through civics and citizenship, museums, peace movements, art, the media and official propaganda.

Insufficiently researched in education history, though a topic of increasing attention in the later 20th and 21st centuries, forms and definitions of education, war and peace have been increasingly subject to cultural, technological and political change. Under four broad sub-themes the conference will draw together historical scholarship from all parts of the world to represent a global range of geo-political contexts and chronological periods. At the same time we anticipate a creative encounter of the increasing range of methodologies that inform historical research, with attention to historical insights offered by anthropology, sociology, literary theory, and to linguistic, visual and other 'turns'.

An international gathering of education historians on such a large scale is ideally placed to realise a productive encounter of substantive issues and methodological perspectives. Transnational and intercultural flows, influences and confluences, comparisons and contrasts, will be at the heart of our proceedings. We wish to encourage especially the submission of proposals for panels and symposia, pre-planned with identified convener, contributors and, where appropriate, respondent.

The conference sub-themes are:

1. Education for war: the role of education in preparing for and promoting war, including through particular forms of curriculum and organised propaganda.
2. Education for peace: the role of education in preparing for and promoting peace or non-violent action, including through particular forms of curriculum and organised peace movements.
3. The impact of war on education: the experience of war and its direct impact on children, schools, teachers and education systems, and the longer term consequences and legacies of war for education.
4. Representations of war and peace: war and peace in media, textbooks, culture, and organised memory such as museums and official memorials.

Kennedy, Rosie

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‘The whole atmosphere is one of pacifism.’ Quaker and Progressive Schools in First World War Britain

While most schools in Britain supported the First World War wholeheartedly, for some the war conflicted with their particular philosophical or religious principles and so posed challenges both inside and outside of the classroom. This paper will explore how some of these schools responded to the war and finds that while they may have opposed the war on principle, most found a way to support those children and families who had links to the fighting.

The paper will consider the response of progressive schools, like King Alfred’s School in North London, where the war entered the curriculum and life of the school as a consequence of the children’s interest, rather than under the direction of the school leadership. Despite the Headmaster’s contention that the war was a direct consequence of the spirit of competition fostered within the education systems of all nations, the children’s fascination with the war found expression in their artwork and contributions to the school magazine. Similarly teachers who were generally opposed to the war found themselves creating opportunities for children to contribute to the war effort during their lessons. What is key here is that it was the school’s philosophy of letting the children develop their own interests that pushed the war onto the curriculum, despite the school’s reluctant enthusiasm for it.

The conflict also posed particular problems for Quaker schools which had a religious tradition of opposition to war and who maintained this throughout the conflict. Despite this however, the archives of schools like Leighton Park in Reading, show that for the children themselves this religious opposition could sometimes be very difficult to maintain while public support for the war was so strong. Evidence from the school archive shows that while the justification for the war continued to be hotly debated, the school found ways to support both those who upheld their opposition to war and those who found they could no longer do so in the face of the sacrifices being made by those around them. The letters of boys serving in the Forces regularly appeared alongside those of boys in prison in *The Leightonian*, and the school’s attitude was that those obeying the call to duty – whatever they felt that duty might be – were doing work of national importance.

While these schools may not have opposed the war entirely they did attempt to offer their pupils an alternative way of responding to its challenges. The particular religious and philosophical teachings of these schools represent an often overlooked alternative message that existed in British schools during the First World War. While their influence may have been limited, their existence is a reminder that there were alternative discourses on the war competing for the attention of young people during this period.

Kéri, Katalin

University of Pécs
Hungary

La guerra y la psique del niño

Los acontecimientos de I. Guerra Mundial fueron el impacto sobre el funcionamiento de las escuelas húngaras, y en la vida diaria de los niños. El plan de estudios y los métodos pedagógicos

reflejan el estado de guerra. Una serie de guías y novelas nació sobre los horrores de la guerra, el patriotismo, sobre la educación de la nación, y el coraje de soldado: algunos de ellos tenían algunas características pedagógicas, o estaban destinados a niños o jóvenes. Sin embargo, sólo unos pocos libros fueron publicados en los que el autor mostró de qué manera los niños se vieron afectados por la guerra. En esta ponencia se presenta una de estas fuentes raras: un libro de educador húngaro, László Nagy – titulado *La Guerra y la psique del niño* (1915) –, lo cual es importante tanto desde el punto de vista de la psicología del niño y el de la historia de la educación. Este libro puede ser de gran interés no sólo para los historiadores húngaros de la educación, sino también para los investigadores de otros países.

László Nagy (1857-1931), profesor y psicólogo infantil, fue el presidente fundador de la Sociedad Húngara para Estudios del Niño (1906-1948) y el inventor de muchas innovaciones pedagógicas húngaras. En el invierno de 1914 a 1915, la Sociedad, bajo la dirección de Nagy, llevó a cabo una encuesta basada en un cuestionario amplio que implica 120 escuelas húngaras, examinar lo que los niños piensan sobre la guerra, lo que consideran como el bien y el mal por ello, que ellos consideran que es responsable de la aparición de la guerra, lo que ellos consideran que es la principal virtud militar, y en general: ¿cómo los años de la guerra afectan ellos, lo que ellos temen, qué tipo de juegos de lucha que juegan. Se recogieron datos en dos grupos de edad: entre 8-14 años de edad y de 14 a 18 años de edad – que presentan ambos grupos de informantes con 8 cuerdas de preguntas por responder sobre todo en formato escrito, y una con dibujos.

En el curso de nuestra investigación que reveló el fondo de los exámenes de László Nagy, las características y los problemas de los preparativos y la recopilación de datos, se analizaron el corpus textual del volumen, comparándola con otras fuentes húngaras contemporáneas, y nos encontramos y escudriñamos el opiniones y análisis sobre el volumen escrito del 1910-s hasta nuestros días. El procesamiento de los datos, Nagy examinó cómo la crisis de la guerra afectó a las almas de los niños, como el cambio de sus ideas estaban relacionadas con las fases de su desarrollo intelectual, emocional y moral. Aunque las motivaciones que impulsan el estudio y el libro de la presentación de sus resultados fueron exclusivamente infantil psicológico y pedagógico, ahora, cien años después, se han convertido en una fuente importante de Hungría para la investigación de la historia de la educación y de la infancia, y en un ámbito más amplio, de la historia de la Primera Guerra Mundial.

War and the Child's Psyche

In Hungary a number of handbooks and novels were written on the horrors of World War I, on patriotism, on the education of the nation, and on soldierly courage: some of these had some pedagogical features, or were intended for children or youngsters. However, only a few books were published in which the author showed in what way children were affected by the war. This paper introduces one of these rare sources: László Nagy's (1915) book – entitled *The War and the Child's Psyche* –, which is important both from the point of view of child psychology and that of the history of education. This book can be of great interest not only for the Hungarian historians of education, but also for researchers from other countries.

In the winter of 1914-15, the Hungarian Society for Child Studies, under Nagy's direction, carried out a wide-ranging questionnaire-based survey involving 120 Hungarian schools, examining what children think about the war, what they consider as good and bad about it, who they consider to be responsible for the onset of the war, what they consider to be the chief military virtue, and in general: how the war years affect them, what they are afraid of, what kind of fighting games they play. They collected data in two age groups: between 8-14-year-olds and 14-18-year-

olds – presenting both groups of informants with 8 strings of questions to be answered mainly in written format, and one with drawings. (For instance: Why is there a state of war now? How will it end? Why? Do you ever play at war? Write down how. Do you like the war? Why? Has the war changed your daily routine? How? Etc.)

In the course of our research we revealed the background of László Nagy's examinations, the features and problems of the preparations and the data collection; we analysed the textual corpus of the volume, comparing it with other contemporary Hungarian sources, and we found and scrutinised the reviews and analyses of the volume written from the 1910s to the present day. Processing the data, Nagy examined how the war crisis affected children's souls, how the changing of their ideas were related to the phases of their intellectual, emotional and moral development, and discussed what sort of tasks the recognition of children's thoughts brings to the surface concerning moral and national education. The book – of which, unfortunately, only the first volume got completed – bears great significance not only from a child psychological point of view, but also contains several details that shed light on the contemporary Hungarian pedagogical and political thinking, and a number of characteristic properties of the questionnaire-based research methodology of the 1910-s can be highlighted with its help. Albeit the driving motivations behind the survey and the book reporting its results were solely child psychological and pedagogical, now, a hundred years later, they have become an important Hungarian source for the research of the history of education and childhood, and in a broader scope, of the history of World War I.

Kerr-Sheppard, Gillian

University of Sydney

Australia

Will to Learn: why education is cherished in West Bank and Gaza Strip refugee camps

This qualitative study developed substantive theory about the long term legacy of the 1948 Israeli War of Independence on the engagement with education of Palestinian refugees in United Nations (UNRWA) camps in the West Bank and the Gaza Strip. Despite the 'value-laden nature' of qualitative enquiry (Denzin & Lincoln, 2013, p. 17), which relies on the researcher as the main instrument, a constructivist paradigm was chosen to facilitate the emergence of meanings and intentions underpinning the perspectives and actions of the refugees in their dealings with education. Today's population of the West Bank and Gaza Strip refugee camps are mainly the descendants of village farmers from rural pre-1948 Palestine. Prior to the breakup of the Ottoman Empire in 1919 and the resultant 1922 League of Nations grant of the Palestine Mandate to Great Britain, the farmers had already expressed the desire for schools in their villages. However, little investment was made on Arab education during the Mandate and by 1945 only half of the villages had government schools. Of those schools, less than sixty percent reached Grade 4. Current figures from the Palestinian Central Bureau of Statistics show that UNRWA schools provide universal, gender equal, basic education. Overall, the West Bank and Gaza Strip have a literacy rate of around 95%, with close to gender equality at secondary school and bachelor level education.

The aim of this research therefore, was to uncover the motivation underlying the successful change in the refugees' educational achievement over the six decades following the 1948 war. The participants were selected from four generations of refugees in ten West Bank and Gaza Strip

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Statue of Mahatma Gandhi sculpted by Fredda Brilliant and installed in 1968 in Tavistock Square, Bloomsbury, London

The front cover photograph shows a soldier teaching an Algerian schoolgirl French, circa 1954-1962, courtesy of Service Historique de la Défense

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